DOCUMENT RESUME

ED 215 230 CE 032 229

TITLE	The Needs of Displaced Homemakers in California.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento.
PUB DATE	82
NOTE	30p.
AVAILABLE FROM	Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00; state residents add sales tax).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Counseling; Adult Programs; Adult Vocational Education; *Career Counseling; *Displaced Homemakers; *Educational Needs; Employment; *Financial Needs; *Individual Needs; Information Needs; Job Development; Job Placement
IDENTIFIERS	California

ABSTRACT

The seven most frequently mentioned needs of displaced homemakers are (1) personal counseling; (2) career or vocational counseling; (3) further education or training; (4) information, outreach, publicity; (5) temporary financial or other support during training; (6) jobs and job development; and (7) awareness of own needs. Active publicity and outreach are necessary, since women may be unaware of available services. Most displaced homemakers are in great economic need, but financial resources from government agencies are not readily available to them. Personal counseling needs of displaced homemakers are varied. Loss of spouse may be accompanied by psychological upsets, such as loss of self-esteem. Displaced homemakers need help in developing self-confidence, developing assertiveness, and overcoming emotional problems. One of the most effective resources of support is a peer group. Having their needs met for employment, vocational counseling, including job placement service, is necessary. Most displaced homemakers are handicapped by lack of education or formal training. Obstacles to education include financial considerations, family responsibilities, lack of transportation, poor health, sex and age discrimination, inconvenient course times and locations, and few role models. (An annotated bibliography of displaced homemaker materials is appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215230

The Needs of Displaced Homemakers in California

Prepared by the
Far West Laboratory for Educational Research and Development

under the direction of the
Vocational Education Support Services Section
CALIFORNIA STATE DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

/ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 032 229

This publication, which was funded with federal funds, was published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. It was printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act.

1982

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Far West Laboratory for Educational Research and Development. No official endorsement by the U.S. Department of Education or the Far West Laboratory for Educational Research and Development should be inferred. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government or the Laboratory.

Discrimination Prohibited

No person in the United States shall, on the ground of race, color, or national origin, be excluded for participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving federal assistance.

Copies of this publication are available for $2.00 each, plus sales tax for California residents (6 percent in most counties; 6½ percent in five Bay Area counties), from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

A list of other publications available from the Department can be found on page 25 of this publication.

TABLE OF CONTENTS

PREFACE. v

INTRODUCTION 1

IDENTIFIED NEEDS OF DISPLACED HOMEMAKERS 1

Informational Needs. 6

Financial Needs. 7

Personal Counseling Needs. 11

Vocational Needs 12

Education and Training Needs 14

SOME BROADER ISSUES. 16

BIBLIOGRAPHY OF DISPLACED HOMEMAKER MATERIALS. 19

PREFACE

Revisions made to the Vocational Education Act of 1963 by the Education Amendments of 1976 (Public Law 94-482) made it possible to address the vocational education needs of women. The states were authorized to use a portion of their vocational education basic grants to provide services to several special populations, including those who "solely have been homemakers but who now, because of dissolution of marriage, must seek employment." Furthermore, the Federal Regulations for PL 94-482 specified that the five-year state plans for vocational education provide for assessing and meeting the needs of displaced homemakers as well as other special populations. The California State Department of Education and the Chancellor's Office of the California Community Colleges, in responding to this directive and in carrying out their leadership role in the state, sponsored a study of displaced homemakers in California. This report is the second in a series of five from the study. The other four reports are:

- A Statistical Report on the Status of Displaced Homemakers in California
- An Assessment of Programs and Services for Displaced Homemakers in California
- Services for Displaced Homemakers in California
- "A Three-Year Plan for Coordination of Services for Displaced Homemakers in California"

These five volumes provide information of use to those designing and implementing programs and services for displaced homemakers as well as information of use to displaced homemakers who need to locate services for themselves.

Appreciation is extended to Nona Verloo of the California State Department of Education for her guidance and support throughout this effort. We would also like to express our appreciation to the advisory committee whose many helpful suggestions enriched all aspects of the study. The committee consisted of: Nancy Carlton, Yolo County Manpower Agency; Gay Cobb, Region IX Women's Bureau, San Francisco; Lawrence De Berry, Kaiser Aluminum and Chemical Corporation, Oakland; Donna Elder, Project WORTH, Salinas; Margie Herr, Cuyamaca College, El Cajon; Jo Anna Ito, Sacramento City Unified School District; Bettigene Johnson, Mills College Displaced Homemaker Center, Oakland; Joan Suter, Career Planning Center, Los Angeles; and Judy Wood, Women's Resources for Work, Eureka. Finally, thanks go to Chet Tanaka for his cover design.

DAVIS W. CAMPBELL
Deputy Superintendent
for Programs

PATRICIA B. LANGLIN
State Director of
Vocational Education

INTRODUCTION

Three methods were used to gather information on the needs of displaced homemakers:

- Literature review
- Mail questionnaire
- Direct communication with displaced homemakers and their service providers

This report is organized around the rich information on the needs of displaced homemakers found in the existing literature. Comparisons are made to information supplied by California displaced homemaker service providers in a Displaced Homemaker Programs/Services Survey and to information obtained at five conferences held at various sites in California for displaced homemaker service providers and displaced homemakers themselves. Many of the same needs emerged from these three different sources. For example, recurring themes were financial support for displaced homemakers and displaced homemaker programs; publicity, outreach, and information dissemination to and about displaced homemakers; and job development efforts on behalf of and by displaced homemakers. The following sections look at these and other identified needs. A final section considers some of the broader, longer-range social issues that affect displaced homemakers. A bibliography of materials useful when dealing with the needs of displaced homemakers is provided.

IDENTIFIED NEEDS OF DISPLACED HOMEMAKERS

Basically, displaced homemakers must move from a position of economic dependency to one of economic self-sufficiency. To reach this goal, a number of intermediate needs must be met. These needs have been well-documented in the literature on displaced homemakers. For example, five states conducted

surveys or in-depth interviews with displaced homemakers and/or displaced homemaker service providers, resulting in lists of needs of displaced homemakers as perceived in these states.[1]

Table 1 is a composite of these five lists. As one can see, the most frequently mentioned needs were personal counseling, career or vocational counseling, and further education or training. These were seen as the crucial services that must be provided in order to help displaced homemakers enter the labor market.

The next most frequently mentioned needs were information, outreach, publicity, and temporary financial or other support during training. Before displaced homemakers can take advantage of services, such as personal, career, or vocational counseling, education, or training, they must know that these services exist and how to utilize them. Outreach and publicity informing displaced homemakers of the existence of resources are vital first steps in serving this group.

Many displaced homemakers have few or fast-dwindling financial resources, making some sort of immediate financial support a basic necessity. As with outreach and publicity, this need is one of the first that must be addressed. In California, for example, 42% of the displaced homemakers have an annual

---

[1]The five studies are: Evaluation and Development Associates, Displaced Homemakers in Ohio: State of the Art (Ohio Board of Regents; Columbus, [1979]); Kathleen Palm and Sharon Toffey Shepela, Displaced Homemakers in Connecticut: Survey and Evaluation of Services (The Counseling Center for Hartford College for Women and Connecticut State Department of Education; Hartford, 1979); Jettalee R. Grimes and Michale F. Grimes, The Displaced Homemaker in a Rural Area, Pierce County, Washington (Department of Community Services; Tacoma, 1978); Muriel Kirchmeir and Tasia Young, Start from Where You Are: A Study of Displaced Homemakers in New Mexico (New Mexico Commission on the Status of Women; Albuquerque, 1978); Dale Elhardt and La Donna Elhardt, Displaced Homemakers in North Dakota (North Dakota State Board for Vocational Education, Research Coordinating Unit; Bismark, 1979).

TABLE 1. NEEDS OF DISPLACED HOMEMAKERS BASED ON SURVEYS FROM FIVE STATES

Need	Number of States in Which Identified
Personal counseling, including crisis counseling, peer support groups, self-awareness, assertiveness training	4
Career and vocational counseling, including skills assessment and testing, job market information, job search information	4
Further education and training, including developing skills (especially nontraditional skills), job placement	4
Information, outreach, and publicity, including providing information on community resources to displaced homemakers and reaching isolated displaced homemakers	3
Temporary financial and other support while training, including stipends, living expenses, child care, transportation	3
Jobs, job development and advocacy, including creating jobs, finding jobs	2
Awareness of needs by displaced homemakers themselves	1

household income of under $5,000.[2] Most of these women would need financial or other "in-kind" help (e.g., free child care) during a job development or training period.

The next need identified from the state surveys is jobs and job development. As stated earlier, economic self-sufficiency is the goal for displaced homemakers. To achieve this, most of these women will need to obtain jobs that pay liveable wages. Although this need may seem to be a "statement of the obvious," the current economic situation (e.g., high unemployment in many areas, cuts in government spending, spiraling inflation) makes the meeting of this basic need both urgent and problematic.

The final need mentioned in the state studies is for displaced homemakers to be aware of their own needs. It should not be assumed that a woman will know that she is a displaced homemaker and, for example, that it is important to seek emotional support from those who are in similar situations or that learning about financial management is vital. Although service providers may be aware of all these needs, the displaced homemakers themselves may be blind to many of them. Thus, this need for awareness has been placed high on the list of displaced homemaker issues.

One of the state studies concluded by suggesting a sequence of services to displaced homemakers in order to meet their needs. Table 2 shows this sequence that includes all the needs in the seven areas mentioned above, except financial or other support. All displaced homemakers, of course, do not have all these needs. Each comes to a service program at a unique place along the path from emotional and economic dependency to self-sufficiency. One person may have to start with personal counseling in order to deal with

---

[2] Carolyn Arnold and Matilda Butler, A Statistical Report on the Status of Displaced Homemakers in California (California State Department of Education; Sacramento, 1981), 11.

TABLE 2. LOGICAL PROGRESSION OF DISPLACED HOMEMAKER SERVICES

1. Information and referral

2. Outreach and publicity

3. Advocacy

4. Personal counseling
   - psychological counseling
   - peer counseling
   - divorce counseling
   - widowhood counseling
   - single parent counseling
   - counseling for children
   - financial counseling
   - legal counseling

5. Vocational counseling
   - vocational testing
   - skills assessment
   - career information
   - job information

6. Job training
   - peer counseling
   - skills assessment
   - skills development
   - formal training programs
   - apprenticeships
   - continuing education

7. Job development
   - analyses of local labor market
   - active job file
   - contact with employers
   - negotiation with employers
   - creation of jobs
   - placement
   - on-the-job training
   - self-employment possibilities
   - follow-up, affirmative action

8. Child care and transportation
   - on-the-job and to-the-job
   - at displaced homemaker centers

9. Cooperation with other agencies

Source: Kathleen Palm and Sharon Toffey Shepela. Displaced Homemakers in Connecticut: Survey and Evaluation of Services. Hartford: The Counseling Center for Hartford College for Women and Connecticut State Department of Education, 1979, 16.

the emotional trauma of displacement. Another is more emotionally stable and is ready for career counseling, training, or placement. In addition, different displaced homemakers will have different combinations of needs at different times, often having several simultaneously. While we can lay out a logical progression for meeting needs, we must remember that all these needs have been identified as important for displaced homemakers and priorities are determined by individual situations.

The next sections look at each of these identified needs in more depth and suggest possible ways that these needs can be met by displaced homemakers and their service providers. For the purpose of the following discussion, the needs have been grouped as follows:

- Informational Needs
  - outreach
  - publicity
  - awareness of needs
- Financial Needs
- Personal Counseling Needs
- Vocational Needs
- Education and Training Needs

Informational Needs

Many newly displaced women are immobilized by the emotional trauma of loss and are not able to reach out, especially to impersonal agencies, to get help. Many do not know that there are services available to them. Often, there are practical obstacles that keep these women from seeking help: lack of a telephone, inadequate child care, lack of transportation. Active publicity and outreach for displaced homemakers, therefore, are necessary "to see that women are linked efficiently into the labor force in jobs that are not temporary or

dead end or so low-paying they cannot survive."[3]

Displaced homemakers need information on many topics to help them move from displacement to placement. Depending on the specific situation, they may need to know about psychotherapy, counseling, support groups, financial aid, vocational and career planning, education and training, employment opportunities, child care, health care, transportation, and legal counsel. No one agency, not even a program devoted exclusively to serving displaced homemakers, can hope to satisfy all of these diverse information needs. Referrals among agencies become an important way of serving the information needs of displaced homemakers.

This need for information and outreach was also expressed by the participants in a series of conferences held for displaced homemakers and displaced homemaker service providers in California. Their concern went further than reaching and serving just the displaced homemakers themselves, however. Service agency personnel, employers, and the general public were identified as additional audiences for information on displaced homemakers. Those who work in social service settings must be sensitized to the unique characteristics and needs of displaced homemakers. Employers must be made aware of displaced homemakers as potential workers. The phenomenon of "displacement" must be brought to the attention of the public. Television and radio spots, press releases, and other media-oriented techniques were suggested by the participants as means to carry out an effective publicity and outreach campaign to and about displaced homemakers.

Financial Needs

Despite the stereotype of the divorced woman who is able to live extrav-

---

[3]Ruth Harriet Jacobs, Integrating Displaced Homemakers into the Economy (Wellesley College, Center for Research on Women; Wellesley, MA, [1979]), 10.

agantly on a financial settlement or the widow who is well off because of an insurance policy payment, most separated, divorced, and widowed women have few financial resources. Many are in great economic need.

According to an IWY survey,[4] only 14% of divorced women were awarded alimony and only 7% actually received it. Even when alimony is received, it is usually a small amount. A 1980 study[5] showed that the median alimony was only 42% of the poverty level income defined by the U.S. Department of Commerce. Child support was awarded to only 44% of divorced mothers, and only half of these women received it regularly.[6] The median child support award was only 37% of the moderate budget level for supporting the child as defined by the U.S. Department of Commerce.[7] Further, as time passes, fathers and ex-husbands are less and less likely to make payments. Prosecution for non-payment is costly, time-consuming, and, too often, fruitless.

Private pensions are another illusive source of income. Many workers do not have pension plans at all. In many cases, if the worker dies before retirement, the surviving spouse does not get any benefits even when there is a plan. While divorced displaced homemakers can be awarded part of a retired ex-spouse's payments, these payments are likely to be terminated upon the death of the ex-spouse.[8] Unless a married couple has made plans to include the

---

[4]Evaluation and Development Associates, op. cit., 4-5.

[5]Nancy Baker, New Lives for Former Wives: Displaced Homemakers (Anchor Press, Doubleday; New York, 1980), 176-177.

[6]Evaluation and Development Associates, op. cit., 5.

[7]Baker, op. cit., 177.

[8]Ibid., 197.

wife in pension benefits if a divorce or the husband's early death should occur, she cannot rely on this resource to support her.

The more usual income a divorced displaced homemaker can expect is a one-time "lump sum" from the divorce settlement which often must be used for living expenses until an income is established. All or part of a house included in the settlement may prove to be only a temporary economic buffer. A house does not offer much financial security if there is no money for taxes, mortgage payments, or food for its inhabitants. A frequent outcome of this situation is the selling of the property for income.

A one-time payment also is often the main income of a widow, usually in the form of a life insurance payment. However, a common occurrence is for a woman to discover at the time of her spouse's death that there was no life insurance. Other surprises may come when the provisions of the spouse's will are made known.[9] The widow may find that she has little income with which to continue her life.

Financial resources from government agencies also are not readily available to displaced homemakers. Displaced homemakers who have not worked outside the home do not qualify for unemployment insurance. Social Security based on a working spouse's income is available when a widow turns 60 or when a divorced displaced homemaker turns 62 (if she had been married 10 or more years). However, widows receive twice as much as ex-wives, and widows can remarry after age 60 without losing any benefits. If a widow remarries before age 60, she will receive only part of her first husband's Social Security benefits. But if a divorced displaced homemaker remarries at any time, she loses all of her first husband's benefits. Even for those women who are eligible for some

---

[9] Ibid., 172.

Social Security benefits, the amount is usually small.

For displaced homemakers under 60 years old who have children, the major source of government assistance is Aid to Families with Dependent Children. AFDC is given to single-parent families with children under 18 years old and no other financial resources. The payments primarily cover the housing, clothing, and feeding of each child. The income is not enough to meet the costs associated with job training or job hunting (e.g., child care, transportation). The income decreases as each child reaches 18 and finally ceases when there are no more dependent children. AFDC delays the time when younger displaced homemakers will have to support themselves, without supplying the resources necessary to train them for that eventual stage. Displaced homemakers under 60 with no dependent children may be eligible only for general public assistance, usually a very small amount of money each month.

Displaced homemakers and displaced homemaker service providers at the California displaced homemaker conferences related many "Catch-22" financial situations. For example, a displaced homemaker on AFDC or General Assistance enters a job training program that pays a stipend. Usually, her welfare benefits are then reduced by the amount of her stipend, putting her right back where she started: she has only enough money for subsistence and no extra money for the costs associated with the training. Many of those who responded to the Displaced Homemaker Programs/Services Survey, the mail questionnaire sent to displaced homemaker service providers in California, also expressed concern for the financial and other "in-kind" support for displaced homemakers. This displaced homemaker need is often acute and one that must be dealt with before others can be successfully addressed.

Personal Counseling Needs

Displaced homemakers are faced with the loss of their spouses and, consequently, with the loss of one or more major roles in their lives, those they played in relation to their spouses. Often, these losses are accompanied by psychological upsets, such as a loss of self-esteem. Four steps that people often need to go through in order to adjust to any great loss and move beyond it have been identified by mental health experts. They are disbelief, depression, anger, and acceptance.[10] People often need help in dealing with the range of feelings that accompany each of these stages. Because many displaced homemakers lived for years with the idea that their spouses would always take care of them, they may find it especially difficult to move beyond the disbelief and depression stages.

In one survey of service providers, the foremost needs of displaced homemakers were found to be developing self-confidence, developing assertiveness, and overcoming emotional problems.[11] In another study, both service providers and displaced homemakers themselves said that dealing with self-image, acquiring self-esteem, and developing self-assertiveness were the most important aspects of the programs and that increasing displaced homemakers' sense of self-worth was the most important program goal.[12] Those who attended the California displaced homemaker conferences confirmed these findings with their own experiences, and, when asked to set priorities, they often placed personal counseling at or near the top of their lists. Further, 64% of the displaced homemaker services responding to the mail questionnaire for this study reported offering psychological counseling,

---

[10] Ibid., 22.

[11] Evaluation and Development Associates, op. cit., 38.

[12] Barbara Vinick and Ruth H. Jacobs, The Displaced Homemaker: A State-of-the-Art Review (Wellesley College, Center for Research on Women; Wellesley, MA, 1979), 24-25.

67% reported offering support groups, and 40% reported offering peer counseling.

While individual crisis counseling or psychotherapy may be necessary for those who are in acute psychological pain, the usual need is for displaced homemakers to find support and understanding for their experiences and feelings. One of the most effective sources of such support is a peer group. In such groups both validation of feelings and elimination of isolation can occur for displaced homemakers by their making contact with others in similar situations. Displaced homemakers can gain a sense that they are not alone in their plight, that they are not to blame for their problems, and that they, like others, can move through the pain and despair to self-confidence and financial self-sufficiency. Peers function as friends who share each other's new lives, act as guides who point the way toward success, and become role models who offer new examples and choices for living.[13]

Vocational Needs

Since most displaced homemakers have few long-range financial resources, most must find a job. Some displaced homemakers have no work experience, while others have had paid employment during part or all of their married lives. This employment, however, has usually been in the fields traditionally reserved for women -- service, clerical, private household, and certain factory jobs. These fields are mostly unskilled and low paying and offer few benefits. In addition, the women themselves often have sporadic work histories as the needs of family, children, and supplemental income needs vary. These patterns of previous or no work experience make it difficult for the displaced homemaker to find full-time, adequately compensated employment. In order to meet this need for employment, vocational counseling, including job placement services, is necessary for most displaced homemakers.

[13] Jacobs, op. cit., 14.

A comprehensive vocational counseling program includes an assessment of a person's skills and interests that can be translated into actual job skills; testing and assessment of general aptitudes and abilities; values clarification; training in job hunting skills, such as resume writing, interviewing techniques, and job search planning; assertiveness training; time and stress management; and personal finance management. Such a program can serve those with immediate employment needs by making referrals or placements based on existing skills. It can also serve to develop long-range, comprehensive career plans. A vocational counseling program must also be able to supply accurate information on the local labor market. In order to make realistic vocational and career plans, displaced homemakers need information on the growing industries and occupations in their areas as well as the entry-level requirements for particular jobs.

In a time of high unemployment, the link between vocational counseling and job placement is often a weak one. Displaced homemakers are especially handicapped as job seekers. Not only are they competing for scarce jobs, but they also are competing as job seekers who are older with little or no paid work experience. Displaced homemaker service providers need to create links between their clients and prospective employers. They need to develop contacts with and educate employers about the benefits of hiring displaced homemakers. For example, they may suggest setting up paid or volunteer internships that could lead to permanent jobs. Job development efforts such as these help to ensure that the skills of displaced homemakers will be used in paying jobs, a basic need of displaced homemakers.

Education and Training Needs

A further barrier to displaced homemakers when they seek employment is lack of education or formal training. The Status Study of Displaced Homemakers in California found that 40% of the displaced homemakers in California have less than a high school education and only 5% have completed college.[14] This lack of education, coupled with the few practical job skills most displaced homemakers have, means most of these people qualify only for low-paying, unskilled positions. Further education or training is a necessity in order for displaced homemakers to break out of these dead-end jobs.

The type of education or training that displaced homemakers may need will depend on their financial situation and vocational goals. Those in immediate financial need may seek short-term training for lower-paying jobs. Once a job is obtained and these people are earning some income, they can consider seeking longer-range educational or training opportunities that lead to better paying positions with advancement opportunities. Some possibilities that a displaced homemaker might look into are an apprenticeship in a nontraditional field, a vocational education program (traditional or nontraditional) at a community college or adult education facility, or an on-the-job or work experience internship that will lead to a guaranteed position. Those displaced homemakers with a high school diploma or some college may think about starting or returning to college in order to prepare for a particular career.

Service providers have stressed the importance of vocational and educational counseling for displaced homemakers who are ready to consider further education or training. The counseling process should continue during training and should

---

[14] Arnold, op. cit., 13.

include information and guidance about educational opportunities, the relationship of educational to vocational goals, and information about financial assistance (both private and governmental). As noted earlier in this report, financial considerations are often the most troublesome to displaced homemakers. While pursuing a training or other type of educational program, displaced homemakers need money for tuition, books, training materials, transportation, clothing, child care, and living expenses. Many displaced homemakers become part-time students because of other obligations, such as children and employment. Financial aid is often more limited for such students. Finding financial aid, therefore, is both crucial and difficult. It often requires a great deal of effort by counselors and displaced homemakers themselves.[15]

Lack of financial resources is only one obstacle, however, for displaced homemakers who wish to continue or begin their education. Other factors within the woman's life that may affect her ability to meet her vocational goals include responsibilities as head of a household, family care needs, lack of transportation, and poor health. Barriers external to the individual include sex and age discrimination in educational institutions and the labor market, limited part-time study opportunities, limited opportunities to defer tuition payments, limited credit for non-classroom experience, inconvenient course times and locations, limited external degree programs, and few role models.[16] While some of these barriers can be overcome with creative individual solutions, many require institutional change in both the labor market and educational programs. The need that displaced homemakers have for education and training cannot be met by just informing them of the available schools or programs.

---

[15]Carol Eliason, Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women (National Advisory Council on Women's Educational Programs; Washington, DC, 1977), 13-14.

[16]Evaluation and Development Associates, op. cit., 7.

It is also necessary to address and change the factors, such as those listed above, that prevent displaced homemakers from taking full advantage of the schools and programs. The following section looks at some of the changes necessary to meet the needs of displaced homemakers.

SOME BROADER ISSUES

Homemaking is work. Our society, however, does not place much importance on this work and, consequently, does not provide a support system for those whose only or major work role is homemaking. There is no unemployment insurance, for example, to help bridge the gap between losing a homemaking job (through death or divorce) and acquiring some other sort of employment. At retirement age there are no benefits that homemakers can call on in their own names. Because homemaking is not recognized as a "real" job (i.e., paid employment), the skills and knowledge acquired from it are not generally recognized as transferrable to the "real" world of work. Further, the institutional structures with which displaced homemakers must cope often do not accommodate their needs, such as child care provisions and flexible schedules. Many of the needs of displaced homemakers will not be met on a broad basis until some of the attitudes toward homemaking and homemakers and some of the structures and procedures of educational, employment, and service agencies change.

Long-term changes in attitudes and institutions would affect specific displaced homemaker needs and help prevent others from becoming displaced homemakers. Areas where such changes should be considered are Social Security benefits, pension plans, and unemployment compensation. While more jobs and less unemployment in general would help displaced homemakers, other issues also should be taken into consideration. For a person to reach a job, available,

affordable transportation is necessary. Because of child care issues, more flexible hours or more part-time or job sharing options may be necessary. Age and sex discrimination laws need to be enforced. Age limits for apprenticeship programs and educational scholarships need to be reconsidered. Employers need to be encouraged, for example, to provide assistance to their employees to increase their skills, to provide child care programs, and to think of displaced homemakers as employees. Employers and educators should give credit to displaced homemakers for their life experiences.

Such changes as these, of course, would require comprehensive changes in social and economic attitudes and policies regarding the roles of women and men in the home and work place. Some of these changes are beginning to take place in high school marriage and family classes, training programs for truck drivers, church social groups, and, of course, in the day-to-day lives of individual women and men. These broad, long-range changes, however, will be slow. In the meantime displaced homemakers must be made visible. Employers and educators must become aware of the needs these people have. Further, they must be made aware of displaced homemakers as valuable contributors to our society. The needs of displaced homemakers will not be met until all homemakers are seen as having strengths and skills that can be adopted and developed to contribute to America's productivity.[17] Only then will they be able to move from displacement to placement in an environment that appreciates the work they have done and can do.

---

[17] Jacobs, op. cit., 10.

*Excerpted from Resources and References for Sex-Fair Vocational Education. Edited by Shirley Wong. San Francisco: Far West Laboratory for Educational Research and Development, 1981. For further information on availability of listed materials, contact Jean Marzone, Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

Bibliography of Displaced Homemaker Materials*

ARIZONA: IN SEARCH OF THE DISPLACED HOMEMAKERS. Doris Woods, University of Arizona. 1978.

A summary of available data determining the number of displaced homemakers in Arizona. Includes projections and programmatic suggestions.

oooo

BRIDGING THE GAP: A PROGRAM FOR URBAN, MINORITY, MID-LIFE WOMEN. Wider Opportunities for Women, Displaced Homemaker Program. Forthcoming Fall 1981, 40pp. Available from: Wider Opportunities for Women, Displaced Homemaker Progam, 1511 K St., NW, Ste. 345, Washington, DC 20006; cost undetermined.

A six-week program covering self-assessment, job readiness, and job maintenance, specifically geared to urban, minority women.

oooo

CINDERELLA MINUS THE PRINCE. Lynn O'Hern and Frank Williams, University of Arizona, Division of Continuing Education, Opportunities for Women. 1980.

A simulation board game sensitizing professionals to the problems of displaced homemakers.

oooo

CONTINUING EDUCATION FOR WOMEN: ADMINISTRATOR'S HANDBOOK. Marjorie Parks, George Washington University, College of General Studies, Continuing Education for Women. July 1979. Available from: EDC/WEEA Publishing Center, call toll free for prices (800/225-3088).

This guide is a valuable resource for developing and enriching continuing education programs and centers. It outlines services for helping women achieve personal, educational, and career goals, and offers guidelines for setting up and running an effective counseling service.

oooo

CREATION AND IMPLEMENTATION OF A WOMEN'S CENTER IN A POSTSECONDARY INSTITUTION. Rogue Community College, Women's Opportunity Center. June 1980, 65pp.

This report of a project to serve displaced homemakers and single heads of household through the establishment of a women's center on a college campus also serves as a manual to setting up a women's center.

oooo

CURRICULUM GUIDE FOR (DISPLACED) HOMEMAKERS IN TRANSITION. Dr. Reba J. Davis, University of Arkansas, College of Education. 1981, 274pp.

This curriculum guide is designed to assist teachers in beginning or continuing programs for homemakers in transition. Content areas include pre-employment units (personal needs assessment, interest inventories, job seeking skills, etc.) and personal resources management units (coping with stress, decision making, managing time, etc.).

oooo

DISPLACED HOMEMAKER PROGRAM DIRECTORY. Displaced Homemakers Network. 1981, 59pp. Available from: Displaced Homemakers Network, 755 8th St. NW, Ste. 076, Washington, DC 20001; $3.00.

Lists over 400 centers, projects, and programs providing services to displaced homemakers in the nation.

oooo

DISPLACED HOMEMAKERS: A CETA PROGRAM MODEL-FITCHBURG, MASSACHUSETTS. 1978, 56p. Lynne Billman, U.S. Dept. of Labor, Women's Bureau. Available from: Women's Bureau , single copy free; or U.S. Government Printing Office , order no. 029-000-00342-4, $2.20.

Describes a CETA-funded program addressing the needs of displaced homemakers.

DISPLACED HOMEMAKERS IN CONNECTICUT: SURVEY AND EVALUATION OF SERVICES. Kathleen Palm and Sharon Toffey Shepela, Hartford College, Counseling Center. 1979, 75pp.

A study of displaced homemakers--what their needs are, where the services are located, and which services are not available.

oooo

EXPANDED CAREER CHOICES: AN EXEMPLARY PROGRAM. Austin Area Vocational-Technical Institute. June 1979, 230pp. Available from: Minnesota Curriculum Services Center , $5.00.

A pre-vocational training manual for use with women interested in nontraditional careers, displaced homemakers, and reentry women to prepare them for making decisions regarding the world of work: clarifying personal and work values, solving career problems, making sound occupational choices, and preparing them to enter the job market. Adaptable to other populations.

oooo

GRAY PAPERS. Older Women's League Educational Fund. Periodically produced. Available from: Older Women's League Educational Fund, 3800 Harrison St., Oakland, CA 94611; contact for prices.

Researches "issues for action," such as social security, pensions, CETA funding, etc.

oooo

A GUIDE TO COORDINATING CETA/VOCATIONAL EDUCATION LEGISLATION AFFECTING DISPLACED HOMEMAKER PROGRAMS. Bureau of Occupational and Adult Education, Women's Bureau. May 1979, 38pp. Available from: Women's Bureau , single copy free; or EDRS , ED 179 777, MF $0.91; PC $3.65 plus postage.

To assist CETA prime sponsors, vocational educators, planning councils, and service deliverers in coordinating resources, this guide is offered as a help in meeting the needs of displaced homemakers who are eligible for services.

oooo

GUIDELINES FOR ESTABLISHING PROGRAMS AND SERVICES FOR DISPLACED HOMEMAKERS. Kathryn Towns and Diane Edwards-Riegentzler, Pennsylvania State University. June 1980. 98pp. Available from: Joyce Moyer, Research Coordinating Unit, Pennsylvania Dept. of Education, P.O. Box 911, 333 Market St., Harrisburg, PA 17108, no charge; or Vocational Education Information Network, MF only-free.

Provides program planners with the knowledge necessary to establish and operate a displaced homemaker program within the special capabilities of vocational-technical schools and community college programs.

oooo

HOW TO TAME THE CETA BEAST. AN ADVOCACY MANUAL FOR OLDER WOMEN. Older Women's Educational Fund. September 1979, 100pp. Available from: Older Women's League Educational Fund, 3800 Harrison St., Oakland, CA 94611; $2.50 individuals, $5.00 institutions; or EDRS, ED 189 332, MF $0.91; PC $6.95 plus postage.

A manual on how to best utilize the CETA reauthorization legislation to meet the needs of older women.

oooo

MATCHING DISPLACED HOMEMAKERS WITH VOCATIONAL OPPORTUNITIES/SUPPORT SERVICES/ REFERRAL AGENCIES, PART I & II. Dr. Jerrold Nieminen and Mrs. Jean Bush, Purdue University. January 1981, final report-23pp., sample materials-75pp.

This final report provides the materials used in developing an interagency network serving displaced homemakers, informing displaced homemakers of services available, and increasing community awareness of displaced homemakers needs and problems. Also includes A Directory of Services for Displaced Homemakers in Region IV of Indiana.

MEETING THE NEEDS OF DISPLACED HOMEMAKERS AND OTHER SPECIAL GROUPS. Hagerstown Junior College, ChapterII/Homemakers in Transition. April 1981, 42pp. Available from: Director, Chapter II/Homemakers in Transition, Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, MD 21740; no charge.

A comprehensive training manual to be used by institutions seeking to serve displaced homemakers and other special groups.

A MODEL FOR AN URBAN DISPLACED HOMEMAKERS CENTER. Carol R. White. July 1979, 105pp. Available from: EDRS, ED 178 720, MF $0.91; PC $8.60 plus postage.

This model program assists displaced homemakers in becoming socially and economically independent by providing the urban clients with counseling, referral, job training, and placement services.

THE MOTIVATION ADVANCE PROCESS: LEADER'S GUIDE/MAP: LEADERSHIP TRAINING FOR COUNSELORS. Deanna Chitayat and Gloria Berens, CUNY, CASE Institute for Research and Development in Occupational Education. 1978, 48pp.; 50 minutes. Available from: CASE Institute for Research and Development in Occupational Education, $7.00 for manual; video: $50 rental, $160 sale.

Motivation Advance Process (MAP) is a small group process designed to improve self-concept and increase achievement motivation through emphasizing the strengths and assets of each individual. This process was reported to be the most effective component of the "New Occupational Student: Mature Adult Women/ Woman in a Changing World" (NOSMAW) program, a preadmission counseling program for mature women. The manual and videotape provide counselors with leadership training of MAP and an understanding of the program's rationale. See Women in a Changing World: A Handbook on a Pre-Admission Counseling Program for Mature Women Students for a description of the program.

NEW BEGINNINGS: A MANUAL FOR FACILITATING GROWTH FOR DISPLACED HOMEMAKERS. Lynn K. O'Hern, et al., University of Arizona, Division of Continuing Educational Opportunities for Women. 1980, 120pp. For availability, write: EDRS ED 189 449, MF $0.91; PC $8.60 plus postage.

A curriculum to help displaced homemakers become autonomous and confident with a beginning awareness of personal potential and knowledge of the job search process. Exercises help the displaced homemaker discover her own interests and abilities; develop self-esteem, assertiveness, decision-making and communication skills; determine her own personal and career goals; and learn how to enter the job market.

NEW BEGINNINGS. Diane Wilson, ed., University of Arizona, Division of Continuing Education Opportunities for Women, Quarterly, 5-6pp. Available from: Diane Wilson, Coordinator, Project for Homemakers in Arizona Seeking Employment (PHASE), 1201 Babcock Bldg., University of Arizona, 1717 East Speedway Blvd., Ste. 3213, Tucson, AZ 85721; no charge.

A newsletter informing professionals working with displaced homemakers about various agencies providing services to this client population.

"ON THE WAY UP" WORKSHOP. Loretta Hudson, Indian Hills Community College, Adult Education Dept. October 1979, 45pp. Available from: Loretta Hudson, Coordinator, Displaced Homemaker Program, Adult Education Dept., Indian Hills Community College, Ottumwa Industrial Airport, Eighth St., Bldg. 5, Ottumwa, IA 52501; $2.50.

A guide for a workshop to help displaced homemakers develop their latent skills and become productive and self-sufficient persons.

OPERATIONAL GUIDE FOR DISPLACED HOMEMAKER PROGRAMS. Loretta Hudson, Indian Hills Community College, Adult Education Dept. October 1979, 63pp. Available from: Loretta Hudson, Coordinator, Displaced Homemaker Program, Adult Education Dept., Indian Hills Community College, Ottumwa Industrial Airport, Eighth St., Bldg. 5, Ottumwa, IA 52501; $2.50

A how-to guide on setting up a Displaced Homemaker Center. Sections include program establishment, program development, program activities, and resource bibliography.

AN ORIENTATION WORKSHOP FOR DISPLACED HOMEMAKERS: A HOW-TO HANDBOOK FOR SERVICE PROVIDERS. Meg W. Eastes, Fort Wayne Women's Bureau, Inc. 1980, 38pp. Available from: Fort Wayne Women's Bureau, 203 W. Wayne St., Ste. 315, Fort Wayne, IN 46802; $2.00.

An organizational design for a model workshop to introduce displaced homemakers to a vocational education environment. Though specifically designed for vocational education institutions interested in providing services to displaced homemakers, this workshop can be easily adapted by adult education programs, federally funded programs, and community agencies addressing the needs of this population.

PROJECT DIRECTION--A REFERRAL GUIDE FOR THE DISPLACED HOMEMAKER. Barbara Gettinger. May 1979, 124pp.

Designed for agencies providing direct services to displaced homemakers in South Dakota. Organized by city and agency.

RESOURCE GUIDE FOR VOCATIONAL EDUCATORS AND PLANNERS: HELPING DISPLACED HOMEMAKERS MOVE FROM HOUSEWORK TO PAID WORK THROUGH VOCATIONAL TRAINING. Wellesley College Center for Research on Women and American Vocational Association. 1980, 33pp. Available from: EDC/WEEA Publishing Center, call for prices (800/225-3088) or U.S. Govern Government Printing Office, order no. 065000-00010-5, $2.25.

Shows how vocational programs can be extended to or expanded for displaced homemakers in secondary or postsecondary vocational-technical schools, state universities, community and junior colleges, CETA programs, and/or community-based agencies. Includes a listing of displaced homemaker centers throughout the country. The companion publication, Vocational Counseling for Displaced Homemakers: A Manual is also available.

SECOND WIND: A PROGRAM FOR RETURNING WOMEN STUDENTS. Dr. Karen Weiss, University of Maryland Counseling Center. August 1978. Available from: EDC/WEEA Publishing Center, call toll free for prices (800/225-3088).

This manual offers guidelines to reduce the personal and institutional difficulties facing women students over twenty-five.

SERVICES FOR DISPLACED HOMEMAKERS IN CALIFORNIA. Far West Laboratory. June 1981. For availability, write: Jean Marzone, Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103.

SORTA GREAT! Ohio State University. 1980. Film, color, 20 minutes. Available from: Ohio State University, Dept. of Photography and Cinema, 156 West 19th Ave., Columbus, OH 43210. Rental: $20 plus shipping; sale: $130; (special prices for Ohio vocational-technical schools).

Training film for displaced homemakers. Focuses on three displaced homemakers who achieve self-sufficiency, and provides an overview of the Displaced Homemaker Program components.

STARTING OVER: A RESOURCE GUIDE FOR DISPLACED HOMEMAKERS. North Dakota State University. 1980, 10pp each. Available from: Dr. Jerry Tuchscherer, Supervisor, Vocational Guidance, 900 East Blvd., Bismarck, ND 58505; no charge.

A series of eight booklets covering the main regions in North Dakota. Each booklet describes various local agencies, institutions, and organizations which may be helpful to displaced homemakers living in a particular region.

oooo

TIP SHEET: ARE YOU A DISPLACED HOMEMAKER? Fran Hereth. March 1980, 4p. Available from: Women's Education Equity Program, Washington, DC 20202.

Describes who she/he is; where to go for help; and what some of the educational and employment alternatives are.

oooo

A TRAINING PACKET FOR CAREER AWARENESS FOR WOMEN. Dorothy Bray, Robert Thienes and Karen Lieser, Area Vocational-Technical Institute. October 1978, 32pp. Available from: Minnesota Curriculum Services Center, cost undetermined.

A training packet which describes, step-by-step, the procedure for a one-day recruitment workshop for mature women into postsecondary vocational programs. Samples of radio and television spots, advertising techniques, and brochures are included.

oooo

TURNING POINTS: A PROFILE OF THREE ADULT WOMEN IN COLLEGE, CUNY, CASE Institute for Research and Development in Occupational Education. October 1980. Film and videotape, color, 34 minutes. Available from: Perspective Films, 369 West Erie St., Chicago, IL 60610, Film--sale: $499; rental: $50. Videocassette--sale: $378; rental: $50.

A close look at the motivations, aspirations and anxieties of three women who return to school after an absence of years. The film follows these women through a routine day in their roles of wife/mother/student/employee. Includes a 16-page discussion guide.

oooo

VOCATIONAL COUNSELING FOR DISPLACED HOMEMAKERS: A MANUAL FOR HELPING DISPLACED HOMEMAKERS MOVE FROM HOUSEWORK TO PAID WORK THROUGH VOCATIONAL TRAINING. Wellesley College Center for Research on Women and American Vocational Association. 1980, 34pp. Available from: EDC/WEEA Publishing Center, call for prices (800/225-3088) or U.S. Government Printing Office, order no. 065-000-00020-2, $2.25.

Highlights the requirements of the work world and what counselors can do to help displaced homemakers get there. Ideas, techniques and examples illustrate ways to obtain and interpret labor market information, help displaced homemakers assess, explore and develop skills, resolve personal and practical problems, and locate and develop jobs. Also includes a listing of displaced homemaker centers throughout the country. The companion publication, Resource Guide for Vocational Educators and Planners is also available.

VOCATIONAL HOME ECONOMICS GUIDES FOR DISPLACED HOMEMAKER PROGRAMS. Ohio Dept. of Education, Division of Vocational Education, Home Economics Section. 1980.

Administrative Guide 136pp. Available from: Instructional Materials Laboratory-OH , $6.00.
A how-to-guide for setting up and administering effective displaced homemaker programs. Content drawn from over 20 different displaced homemaker programs in operation in Ohio.

Evaluation Materials. 93pp. For availability, write: Vicki Melvin, State Program Developer for Displaced Homemakers, Division of Vocational Education, 65 South Front St., Room 912, Columbus, OH 43215.
Contains information gathering devices for the purpose of profiling the needs of clients and evaluating contents and results of the displaced homemaker program (pinpoint program weaknesses,

highlight successful aspects of program, and determine degree to which overall program goals and outcomes are being met).

Resource Guide. 337pp. Available from: Instructional Materials Laboratory-OH , $13. Provides curriculum, resources, and bibliography for use by a Displaced Homemaker Coordinator/Teacher of a Program. Contains modules on personal development, survival skills, career exploration, job readiness, and home and family management.

oooo

VOCATIONAL ORIENTATION COURSE FOR DISPLACED HOMEMAKERS: INSTRUCTOR'S MANUAL AND FINAL REPORT. Bellevue Community College. 1979, 111pp. Available from: EDRS, ED 185 360, MF $0.91; PC $8.60 plus postage; or write: Gene Bigger, Research Coordinating Unit, Washington State Commission for Vocational Education, Mailstop LS-10, Olympia, WA 98504; no charge.

This teaching manual for a nine-week vocational orientation course for displaced homemakers covers emotional support, self-confidence building, and short- and long-term career and life planning.

oooo

WHO REMEMBERS MAMA? 1978. Film and videocassette, color, 58 minutes. Available from: Media Projects, Inc., 5215 Homer St., Dallas, TX 75206. Film--sale: $550, rental: $75. Videocassette--sale: $200, rental: $60.

An award-winning documentary on the plight of the displaced homemaker.

Other Publications Available from the Department of Education

This publication is one of approximately 500 that are available from the California State Department of Education. Some of the more recent publications or those of particular interest to the users of this document are the following:

An Assessment of Programs and Services for Displaced Homemakers in California (1982)	$2.00
Advisory Committees: Manual of Operation (Consumer/Homemaking Education) (1977)	1.50
California Private School Directory	5.00
California Public School Directory	12.50
California Public Schools Selected Statistics	1.50
Choices and Challenges: Student Guidebook About Nontraditional Careers (1979)	2.75
Curriculum Design for Consumer Education, K—14 (1974)	1.00
Curriculum Models for Consumer and Homemaking Education (1977)	3.50
The EDA Challenge: Change Agent '80 (Consumer/Homemaking Education) (1980)	2.50
Guide to California Private Postsecondary Career Education (1980)	5.00
Guide to School and Community Action (1981)	1.75
Home Decorating and Furnishings Occupational Guide (1979)	2.75
Hospitality Occupations Curriculum Guide (1979)	3.00
Instructional Patterns for Consumer and Homemaking Education (1976)	6.00
Instructional Patterns for Maximizing Human Potential (1978)	7.00
Introduction to Apprenticeship (1973)	3.50
Maximizing Human Potential: A Curriculum Design (1977)	2.50
The Needs of Displaced Homemakers in California (1982)	2.00
Nutrition Education Today: Curriculum Design for Nutritional Knowledge and Food Use in California's Public Secondary Schools (1981)	2.50
Services for Displaced Homemakers in California (1982)	3.00
A Statistical Report on the Status of Displaced Homemakers in California (1982)	5.00
Student Achievement in California Schools	1.75
Students' Rights and Responsibilities Handbook (1980)	1.50
Teaching About Sexually Transmitted Diseases (1980)	1.65
Toward More Human Schools (1981)	1.75
Visual and Performing Arts Education Framework for California Public Schools (1982)	3.25
Work Experience Education Instructional Guide (1981)	9.25

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

75573-300 3-82 1M LDA

81-97 03-0198 3-82 1,000